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스포츠 매니지먼트 석사 학위논문

Occupational Standards for NGOs
Related to the Inclusion of People with
Disabilities in Sports - Based
Programmes in Post-Conflict Countries

분쟁 국가에서 스포츠를 기반으로 한 장애인 통합과 관련된 NGO

직업 표준

2019년 8월

서울대학교 대학원/체육교육과

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Ministry of Culture, Sports
and Tourism



Korea Sports Promotion Foundation

이 논문은 문화체육관광부와 국민체육진흥공단 지원을 받아 수행된 연구임

This work was supported by Ministry of Culture, Sports, and Tourism and Sports Promotion Foundation

Acknowledgement

- To Dr. Okseon Lee, my supervisor, her dedication and keen interest, above all her overwhelming attitude to help her students, has been solely and mainly responsible for completing my work.
- To Joung hee Joung, my tutor, for always encouraging me to do my best and believing in me.
- To my father, mother, brother and sister, your love and support kept me motivated.

Abstract

Occupational Standards for NGOs

Related to the Inclusion of People with

Disabilities in Sports - Based

Programmes in Post-Conflict Countries

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This research is based on developing occupational standards for the inclusion of people with disabilities in post-conflict countries. The research centralizes on laying out the best practices for the inclusion of people with disabilities in sports based programmes in post-conflict countries.

A qualitative research was utilized to generate data through document

analysis and interviews. The first phase of data collection was completed through the collection of five NGO mission statements, a training programme designed to equip NGOs in Togo and Ethiopia with skills and knowledge of including people with disabilities in sports based programmes and a manual designed for the inclusion of youth with disabilities in Sri Lanka (a post-conflict country) in sports based programmes. The second phase of the data collection was completed through a validation process through interview sessions with three participating NGOs managing sports programmes in post-conflict countries. As a result, a functional key map and competency framework were developed.

The standards are developed with the objective of assisting NGOs with practical strategies towards the inclusion of people with disabilities in post-conflict countries.

Keywords: Occupational Standards, NGOs, disability, inclusion, post-conflict countries, sports-based programmes

Student number: 2017-25759

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List of Acronyms

CSO- Civil Society Organisation

DAC- Disability Action Council

ICF- International Classification of Functioning, Disability and Health

MDS- Millennium Development Goals

NGO- Non Governmental Organisation

UTMF- Universal Transformational Management Framework

UN- United Nations

**UNCRPD- United Nations Convention of the Rights of Persons with
Disability**

UNDP- United Nation Development Program

UNICEF- United Nations International Children's Fund

**UNESCO- United Nations Educational, Scientific, and Cultural
Organisation**

WHO- World Health Organisation

Chapter 1. Introduction

1.1 Background

Organized sport for persons with physical disabilities existed as early as 1911, when the “Cripples Olympiad” was held in the U.S.A following the second world war, in response to the needs of large numbers of injured ex-service members and civilians, sport was introduced as a key part of rehabilitation. Sport for rehabilitation grew into recreational sport and then into competitive sports. During the late 1990s and early 2000s several initiatives began researching, developing, and implementing sports programs as a tool for social change. Non-profits, non-governmental organizations, and even the United Nations(UN) got to work in this field.

Participating in cultural life, recreation, leisure, and sport are all vital components of being a part of one’s community. Regrettably, people with disabilities have often been deprived of the right to participate in the wide array of cultural, recreational, sporting and leisure opportunities that the rest of society takes for granted and all too often, children with disabilities are denied their right to play.

Around the world, people with disabilities experience discrimination and exclusion from active participation in sport and recreation, and leisure activities. Social and communication barriers prevent disabled persons from

participating as athletes. Legal and policy barriers may also lead to exclusion. People with disabilities are generally a very specific vulnerable group as they face discrimination on all levels of their daily life. Their disability should be considered as a result of two causes: on the one hand, the characteristics of the disability itself and the incapacity of the person suffering from the trauma or disease, and on the other hand, the particularities of the environment that creates physical and socio-cultural obstacles in a given situation (family life, work, education, leisure time, climate, etc.).

In the aftermath of armed conflict, integrating people with disabilities is particularly difficult. Besides the destruction of the infrastructure, families are torn apart and social networks destroyed. Rehabilitation and integration measures are hard to carry out, as resources are scarce and costly. Thus, the full potential of disabled people cannot be achieved, which in turn may lead to a further loss of motivation, self-esteem and increase of poverty and isolation. This is especially true for women and girls who may face double discrimination being female and disabled. A post conflict country is usually described as a “country that has achieved a peaceful resolution to a protracted civil-war and where governmental, non-governmental, and international institutions attempt to assist in stabilizing the political, economic, military, and social structures through a host of reconstruction projects” (IGI Global

Disseminator of Knowledge,2015).

1.2 Rational for Study

Inclusion of people with disability in post-conflict nations is under researched and usually an ignored area of development. Literature shows that people with disabilities in post-conflict countries are considered the most improvised group faced with various barriers. Despite the evidence in the data showing the improvised lives of people with disabilities, they are still excluded from developmental programmes (WHO, 2011; Grech, 2009). People with disabilities need practical steps on how to alleviate challenges that exclude them from participation in sports and other developmental activities as mandated by the UNCRPD as enshrined in different countries' legislations. People with disabilities would like to participate in sports but lack of adaptive programs and training on inclusion are the impeding factors. (Wegner & Struthers, 2011)

Therefore, given the statistics that more people with disabilities live in developing and post- conflict countries that have many developmental and social justice challenges, there is a need to undertake this research for post-conflict countries. This research is also responding to the demands of the UNESCO charter and UNCRPD of making sports and recreation accessible

to all people regardless of their abilities.

1.3 Objectives of the study

The following objectives have been set to achieve the aim of this research, and they are:

- To determine the current situation in terms of policy and programs with regard to the inclusion of people with disabilities in sports program in post-conflict countries.
- To develop a competency framework which comprises a set of competencies, knowledge and skills for Ngo staff operating in post-conflict countries.
- To develop a functional map which involves a set of functions needed to mainstream disability in sports programs in post-conflict countries.

1.4 Research Questions

- What is the current situation in terms of policy and programs with regard to the inclusion of people with disabilities in sports programs in post-conflict countries?
- Which functions and competencies are required to include people with disabilities in sports based programs in post-conflict countries?

Chapter 2. Literature Review

2.1 Introduction

Despite several attempts by the U.N disability advocacy groups, and other organizations, people with disabilities still experience exclusion, oppression and hostility in their everyday life (Sports for Development & Peace International. (Onyewadume, 2007). Kofi also says “people with disabilities remain largely invisible in their communities and largely overlooked in efforts by the global development community to improve the human welfare and living standards of millions of the world’s poor people” (kofi, 2013). 22 million were reported to have died in armed conflict since the end of world war II (UNICEF,1990). 14 million children were reported to have been physically disabled or psychologically traumatized by war (UNICEF,1990). It is also estimated that there are 1 billion people with disabilities in the world, of which 0 percent live in the developing countries (WHO,2011). Their treatment is largely influenced by the way each society perceives disability. As a result, the chapter discusses medical, social, biopsychosocial and human rights model as a different schools of thought on disability. The discussion is narrowed down to explore international obligations and initiations regarding mainstreaming disabilities in sports based programs and other development agendas. The following section gives a brief explanation of each model.

2.2 Models of Disability: Keys to Perspectives

Models of disability are tools for defining impairment and, ultimately, for providing a basis upon which government and society can devise strategies for meeting the needs of disabled people. “They are a useful framework in which to gain an understanding of disability issues, and also of the perspective held by those creating and applying the models” (kofi, 2013). Models are influenced by four fundamental philosophies. The medical model sees disabled people as dependents upon society. This can result in paternalism, segregation and discrimination. The social model counteracted by blaming disability on society operates which makes it difficult for them to function properly (Oliver, 1996). On the other hand, biopsychosocial model advocates for consideration of three aspects for a full understanding of disability; namely biological, social and environment (Borrell-Carrio, Suchman, & Epstein, 2004). The human rights model is promoting a view that issues of disabilities should be looked at from the human rights point of view (Rioux & Cabert, 2003) . These perspectives, which are referred to as models, shall be discussed in detail in the sections that follow.

2.1.1 The Medical Model

The medical model holds that disability results from an individual person’s physical or mental limitations, and is largely unconnected to the social or

geographical environments. It is often referred to as the biological-inferiority or functional –limitation model. It is illustrated by the World Health Organization’s definition, which significantly were devised by doctors.

Impairment: any loss or abnormality of psychological or anatomical structure or function.

Disability: any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being.

Handicap: any disadvantage for a given individual, resulting from impairment or a disability that limits or prevents the fulfilment of a role that is normal for that individual. (WHO, 2001)

From this it is easy to conclude that people with disabilities might become stigmatized as “lacking” or “abnormal”. The medical model concept of disability is based on the biology and physiology of an individual that befalls an individual (Jaeger & C.A, 2005). This perception places the root cause of disability within impairment thus indicating that it should be eradicated, minimized or cured (Barnes, 2009).

According to Bickenback, the “sick role” characterization disabled person is one of the main features of the medical model (Bickenback, 1993). Pfeiffer

also speaks of the “sick role” by highlighting that “if you are sick, you have a reason for not going to work or to class.....The person in the sick role is exempted from everyday social obligations” (Pfeiffer, 2001). This model is still holding sway today as people’s fitness to execute certain jobs is still determined through medical check-ups; meaning those that are considered medically unfit will continue to be unemployed. People with a disability still go through the grading system in order to qualify for social grants. Doctors still have the power to determine who is disabled and who is not and they are entrusted as professionals that can fix disability. (Humpage, 2007) states that medical professionals are continuing to be commissionaire, to people with disabilities relying on their assessment for access to resources and benefit. In most industries today, people are still required to produce their medical fitness to perform certain jobs, even some institutions of higher learning still require that one should have a medical certificate to enroll for a learning program.

Logic dictates that if you are considered sick, you are less likely to be offered a place to work or study. (Sullivan, 2011) also concurs in this regard when she highlights that medical model view within the community is still “prevalent and continue to reinforce the negative attitudes”. (Sullivan, 2011) outlines language, media, education, legislation and technology as the areas where the medical model is still prevalent. Therefore, (Sullivan, 2011)

believes that putting the emphasis on the person, not the impairment is taking a step closer to a social model of disability. As a result, the following section will give a brief account of social model's view of disability.

2.1.2 Social Model

The social model views disability as a consequence of environment, social and attitudinal barriers that prevent people with impairments from maximum participation in society. It is best summarized in the definition of disability from the Disabled Peoples International: "the loss of opportunities to take part in the normal life of the community on an equal level with other, due to physical or social barriers".

The social model clearly identifies social barriers to inclusion and how such barriers could be alleviated. The way in which these social systems are organized exclude and disadvantage people with disability thus prohibiting them from participating fully in society. Thomas and Sullivan come to an agreement with the perception when indicating that the social model restricts people with impairment by placing barriers in their way (Thomas,1999). These barriers that exclude people with disabilities include but are not limited to; the prejudice and discrimination, inaccessible buildings, transport systems and segregated education systems (Oliver, 1996). A study that was conducted

in Ghana by (Ntibe, 2011) found that most people with disabilities in Ghana are unemployed and they are reduced to begging on the street.

(Swain, French, & Cameron, 2003) indicate that “the social model provides a critique from which people with disability can argue that the social exclusion they experience has gone on for too long”. This is supported by the fact that most of the towns and cities that we live in today were designed during the industrial revolution; services that were provided to people living there were founded on the premise that people living with disabilities will get their needs met somewhere else (Swain, French, & Cameron, 2003). The model places the problem of disability within the society. It stresses that the disability is placed on top of people’s impairment (Oliver, 1996) by society thus compounding matters for people with disabilities. Oliver emphasizes that people society must change in order to accommodate people with disabilities as opposed to engaging on changing individuals with disabilities. According to Oliver, as quoted by (Pfeiffer, 2001), the social model of disability views as “society’s failure to provide appropriate and adequate assurance [that] the needs of disabled people are fully taken into account in its social organisations” (Oliver, 1996). This is based on Oliver’s concept that disability cannot be cured rather a society has to change the way its social operations are organized so that they become user-friendly to people with disabilities (Oliver, 1996).

(Sullivan, 2011) concurs with Oliver by reiterating that instead of concentrating on the treatment of disability, society should change in order to enable people with disability to function properly without any prejudice.

Therefore, the social model of disability is an instrument that can be used to shape the policies and practices that perpetuate exclusion of people with disability (Barnes, 2009). This then becomes an easy task for policy developers, simply because the barriers are clearly defined. The social model puts people with disabilities in the center of their common struggle against oppression; it acts as a framework for them to fight all the injustices that they experience in their daily life (Albert, 2004; Jolly, 2012). This means it empowers people with disabilities to politically and otherwise advocate for their rights. This model has been pioneered by people with disabilities to liberate themselves from all sorts of discrimination and stigmatization. Albert puts it “by projecting [People with Disabilities] into a leading role in defining and controlling their lives, the social model offers a powerful device for those who remain poorest of the poor in all countries both developed and developing” (2004, p.4).

2.1.3 Biopsychosocial model

As opposed to the medical model of disability which focuses on scientific

aspects of medicine when dealing with issues of health, the biopsychosocial model proposes a broader holistic approach which encompasses psychological issues such as emotions, behavior, and culture (Hatala, 2012). The model attempts to bring together elements that are both central to the medical and social models for dealing with the issues of health and illness. (Borrelli-Carrio, Suchman, & Epstein, 2004) believe that the model attempts to do away with the dehumanizing treatment of a patient by advancing that the patients need to resume an active role as opposed to passive role towards dealing with factors that affect their health. This model is aligned to the World Health Organisation's International Classification of Functioning Disability and Health (WHO, 2001).

The biopsychosocial model is considered seriously flawed and lacking the essence of a model, thus described more as wishful thinking (McLaren, 1998). On the same note it is criticized for being based narrowly on biology, "inconsistency about the mind/body relationships, poor model to address cost and managed care and poor teaching tool when simplistically applied" (Ghaemi, 2011). people with disabilities are human and their human rights need to be respected.

2.1.4 Human Rights model approach to disability inclusion in sports

Disability has been viewed as a human rights issue within the UN family for a long time. The United Nations declaration of human rights of 1948 has clear elements on the protection of the rights of people with disability. The human rights model approach recognizes that all people have certain civil, economic, social and development rights, irrespective of the differences that exist between them (Rioux & Cabert, 2003). Human rights in the context of disability, forces us to think through the human differences on grounds of disability and reflect on whether it needs a special treatment (Quinn, 2009). Quinn further indicates that two resolutions by the general assembly in the 1970's provided an early indication of a shift from a caring agenda to a rights agenda (2009)¹. Since then there has been some regional milestones. The Asian and Pacific decades of disabled persons 1993 to 2006, African decades of disabled persons 2000 to 2009 as well as Americans decades of disabled persons 2006-2016 to affirm and protect the right of people with disabilities. After the realization that disability needs special attention beyond the human rights that are available for the protection of all people, civil societies, and

¹ In 1971, the General Assembly passed a resolution entitled Declaration on the Rights of Mentally Retarded Persons. General Assembly also passed another resolution in 1975 entitled a declaration on the Rights of Disabled Persons.

disabled people pushed for the development of a formal Convention on the Rights of the People with Disabilities (CRPD) (Lang, 2006).

The UN argued for this convention on the basis that it would have the practical advantage of enabling disability groups and civil society to engage more meaningfully within the UN human rights system (Quinn, 2009). As a result, the UN General Assembly passed a resolution to establish an Ad Hoc committee to explore the need for a convention (Lang, 2006).

It is paramount to highlight that human rights are there to protect human dignity. The CRPD preamble 3 (a, and b) also calls for respect for both “inherent dignity” (Perlin, 2012) and non-discrimination to people with disability². Similarly sharing the same sentiments is Michael Stein as cited by Perlin recognized that “dignitary perspective compels societies to acknowledge that persons with disabilities are valuable because of their inherent human worth” (Stein, 2007, p106). Therefore, Perlin indicates that the CRPD is an important instrument that has come to add a new dimension to the lives of people with disability by... “[seeking] to reverse the results of centuries of oppressive behavior and attitudes that have stigmatized persons

² Article 3 (a) respects for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons; Article (b) non-discrimination.

with disabilities” (2012, p14). Once signed and ratified, the CRPD becomes legally binding and compels the states to provide resources for its immediate implementation, thus holding states accountable for its implementation. The CRPD do not only compels states to implement it but also providing guidance on practical steps that would assist for its effective implementation. This obligation necessitates a need to explore the international legal framework on the rights of people with disabilities to participate in sports.

2.3 Defining Conflict/Post Conflict

The term “conflict” is derived from the Latin “to clash or engage in a fight”, and indicates a confrontation between one or more parties aspiring towards incompatible or competitive means or ends. Peter Wallensteen (2002) recognizes three general forms of conflict: interstate, internal, and state-formation conflict, interstate conflict are disputes between nation – states or violations of the state system. Example of internal and state-formation conflicts include civil and ethnic wars, anti-colonial struggles, secessionist and autonomous movements, territorial conflicts, and battles over control of government on the other hand, post-conflict is a “conflict situation in which open warfare has come to an end. these situations remain tense for years on end and can simply deteriorate into large-scale violence” (Jonne, and Veroken, 2005). In post-conflict countries, war is nonexistence, but essentially no real

peace. Lakhdar Brahimi states that “when conflict comes to an end, there is always an opportunity to work towards a final resolution to peace, but it requires the development of sustainable institutions, adept in ensuring long-term security”. A lengthy conflict can result in to a terrible human loss and physical devastation ; it can also cause a disintegration of the systems and institution that make a stable society function, and these are the very systems that need to be revived³.

2.4 How conflict affects people with disabilities

“Conflict just like disability leads to poverty” (Kett, 2010, p.32). It incapacitates resources, and fortifies both poverty and disability (Kett, 2010; Kett et al., 2009). Conflict disrupts the normal functions of a country. Furthermore, important services like medical services are completely destroyed. Many of the challenges faced by persons with disabilities after war are not exclusively linked to impairment but also have to do with the complete destruction society and the response of the disaster.

During conflict, people with disabilities are further disliked and marginalized (World Disasters Report, 2007). People living with disabilities may be seen

³ Lakhdar Brahimi, former special advisor of the secretary general of the United Nations, state building in crisis and post-conflict countries, June 2007.

as a burden when families are asylum seekers; other family members may be considered first when receiving food, healthcare, or education; and those with a disability, especially girls, are more prone to violence and abuse (Priestley and Hemingway, 2007). The World Disasters Report (2007) states: “During conflict women and children with disabilities become weak and defenseless to violence, exploitation and sexual abuse. Anyone affected by disasters or conflict is more vulnerable to mental health and psychological problems- which may result in misunderstanding and further isolation and social exclusion for families and communities”. During conflict, community cells are disrupted, DPO and institutional assistance is often non-existent. Individuals who were already disabled, or were disabled as the result of war are vulnerable to further violence, disease, poverty, and marginalization.

The World Disasters Report (2007) states that “Despite the relationship between disability, disasters and conflict through injuries or accidents, there are also more indirect effects such as inadequate health care, poverty, and malnutrition, loss of support structures and change of environment.

The World Disasters Report (2007) examined Liberia’s and Sierra Leone’s case, and the report stated that: In Liberia, youth that had visible impairments were thought to have been part of combat and they were excluded from the

rehabilitation processes. This only resulted in them being further shunned from the community and subject to further poverty and marginalization. It is the aim of this thesis to uncover barriers that affect the inclusion of people with disabilities in sports based programmes in post-conflict countries.

2.5 Post-Conflict Reconstruction

The long-term effects of conflict on people with disabilities is under-researched, but they are often left out of the 'reconstruction process' (Kett, 2010, p.343; Samararathe & Soldatic, 2015, p.763). Disabled women living in rural post-conflict areas 'face the greatest of difficulties in the peace-building process, and are more vulnerable to form of physical and sexual violence, exploitation and extreme forms of abject poverty' (Samararathe & Soldatic, 2015). Immediate post-conflict support for people with disabilities may not be designed in a suitable way; for example, in Sierra Leone the camps for amputees were located too far from the urban centers, which reduced opportunities for the integration, schooling and employment (Kett, 2010). An assessment conducted by the World Bank in Sierra Leone found that people with physical and psychological disabilities were amongst the poorest segments of the people population in the post conflict period (Kett, 2010).

2.5.1 Lack of data on people living with disabilities.

The lack of data on people living with disabilities in the mainstream development story has ‘resulted in developmental interventions leaving them out but not on purpose’ (Al Ju’ beh, 2015, p.50; Bruijn et al., 2012, p.20). Lack of data about disability means that policy makers and practitioners are more likely to put disability aside.

2.6 Social Inclusion of disability in Sport

Social inclusion has been a concept pioneered by different socially disadvantaged groups and people with a disability. It is a concept that is aligned with the social model perspective of disability which serves to highlight social barriers as the cause of discrimination and thus a call for the removal of such barriers for better inclusion of people with disabilities in all spheres of life. The social model is clear that the way society is organized perpetuates exclusion of people with disability. People with disability across the world continue to experience isolation and rejection thus remaining powerless with society’s operation (Sherwin, 2010). Cobigo (2012) describes social exclusion as a limited opportunity for one to access social, political and economic life, which promotes the feeling of isolation, unwanted and or experiencing powerless within the community’s spheres of functioning. Therefore, social inclusion remains the hope of people with disability as the

way out of discrimination (Sherwin, 2010, Simplican et al. 2014). Martin and Cobigo (2011) state that lack of a definition of social inclusion is impeding the development of policies, services and evaluation of their success towards promoting social inclusion. The results of Martin and Cobigo (2011)'s research revealed that without a clear understanding of what social inclusion means, it would not be clear as to whom they aimed at. Martin and Cobigo indicated that social inclusion should not only be based on participation in activities alone, but it should also include the person's experience with these activities.

Halls (2009) in her primary qualitative meta-analysis of disability social inclusion reports, identified the following elements of inclusion as important for a continued advocacy for social inclusion.

- Participating in activities at any level as members of the community,
 - Maintaining a mutual relationship with other members of the community (friends, family, co-workers and other acquaintances).
 - The feeling of being accepted and belonging to any social group.
- Hall indicated that people with disabilities want to be involved in the community (structured, recreation, leisure, church,

volunteering) activities alongside their peers.

2.6 International Legal Framework on Sports and Disability

Participation of people with disabilities in sports has been enshrined in numerous international legal instruments (Schindlmayr, 2007) as a way to advocate for the right of people with disabilities pertaining to taking part in sports. These documents have clearly articulated the rights of people with disabilities to participate in sports. According to Schindlmayr (2007), the 1993 Standard Rules on the equalization of opportunities for persons with disabilities stressed that states should put in place measures to ensure accessibility of sports and recreation facilities for the participation of people with disabilities.

2.7 Significance of Participation in Sports and Related Physical Activities

Sports, physical and other leisure activities have various benefits towards individual's health conditions and social integration. It is believed that physical activities have the potential to reduce the prevalence of non-communicable diseases, which includes cancer, diabetes, cardio vascular disease as well as other health conditions such as stress, anxiety and depression (Nhamo & Sibanda, 2014). Lack of physical activity deprives any individual of any opportunity to benefit from this sector of healthy lifestyle,

thus exposing one to various health risks such as obesity, premature aging, chronic diseases as well as musculoskeletal fragility (Temple and Stanish, 2008). People with disabilities are one of the most vulnerable groups, which are likely to miss out the benefits accrued from physical activities due to various circumstances that they find themselves in.

2.8 Factors Affecting Participation in Sports: Personal Perceived Factors

Some factors that impede the participation of people with disabilities in sports and other leisure activities are personal and applicable to individuals lack of time and a need to rest has been reported in two different research contexts (Badia et al.2011 and Matheri and Frantz, 2009). In Matheri and Frantz's research, some participants indicated that they do not participate simply because they need to rest. Severity and type of disability, as well as age, are some of the factors that seem to impact on the frequency of participation (Bult et al. 2011). The more severe the disability, the less the participation; the more they get older, the less the participation. Self-motivation, and confidence, which may be as a result of lack of skills to participate, is the one of the personal factors that are impacting on the people with disabilities' willingness to participate (Abbot and McConkey, 2006).

2.9 Occupational Standards

Occupational Standards are considered an important tool for administration in any business sector. They are considered as units of competence which describe and outline the skills and knowledge necessary to work in a sector of employment. Occupational standards describe what needs to be achieved in the workplace and they are specifically related to employment whether this is in a paid or voluntary capacity (European Observatoire of Sport and Employment). On their website, the European Observatoire of Sport and Employment state that, uses of occupational standards include; definition of job roles of the workforce, developing and amending job descriptions, identifying training and development needs, developing training programmes and qualifications. Occupational standards 'define the competence which apply to job roles or occupations in the form of statements of performance, knowledge and the evidence required to confirm competence. They cover the key activities undertaken with the occupation under all the circumstances the job holder is likely to encounter' (UNESCO 2004). The standards outline what needs to be achieved, the quality of performance and the conditions under which outcome should be achieved (Mansfield and Mitchell, 1996). On their website, Skills and Active stated that 'occupational standards define good practices in the performance of individuals in the workplace based on

the functions they perform; they can be regarded as the benchmark of competence required in the sector and form the key component of many qualification' (Skills Active, 2016).

There are various advantages of developing occupational standards for any sector henceforth developed countries have found it important to develop NOS for different sectors (Thabo Tsiki, 2016). Occupational standards could be used to develop and assess training needs and programmes of Ngos or public institutions (European Occupational Standards for Golf, 2012). Therefore, it is within this framework that Ngos overseeing sports in post-conflict countries use the standards to build the capacity of their employees and volunteers on disability and volunteers on disability inclusion in sports programmes. Standards are paramount for recruiting employees with relevant skills and knowledge applicable to the needs of any Ngos through developing job descriptions, job advertisement and interview questions (SkillsActive, 2016). they could also be used to establish workplace procedures, assess the effectiveness of organizational programmes (Caribbean Association of National Training Agencies, 2014; European Inclusive Physical Education Training (EIPET), 2009).

2.9.1 Universal Transformational Management Framework.

Another tool that can be utilized for the inclusion of people with disabilities in sports based programmes is the Universal Transformational Management Framework (UTMF). The Universal Transformational Management Framework (UTMF) is an all-encompassing framework that can be used as management tool to facilitate the transformation of sports organisations with a view of providing universal services that include all citizens. The UTMF has practical application in the planning, delivering and evaluation procedures of an organisation. Its key value is in guiding development that is comprehensive and balanced (UNESCO). It is a tool to inform reflective practice in the development of an organisations involved in the delivery of sports services to the general public. The purpose of the UTMF is to bring organizational change by:

- Encouraging reflection on the benefits of embracing diversity
- Stimulating knowledge growth
- Promoting action to offer a universal service across all operational areas, and
- Providing a guide for controlling and reviewing the organization's practice.

The elements will help Ngos to reflect on their practices and policies, develop strategies for inclusion and reflect on the success or their programmes (Masdeu-Yelamos,2016).

Chapter 3. Research Methodology

This chapter details the research methodology the researcher employed for this study. The chapter further gives a description of the logic for adopting a qualitative research approach. Data collection procedures and tools that were utilized to collect data from part of this section and they are discussed in sequence. This involves document analysis at the initial stage forming basis for semi- structured interviews with NGO's facilitating inclusion sports in post-conflict countries. The next section that follows is a description of the qualitative research approach that was used in the study.

3.1 Participant Selection

Participant sampling was used to source participants for the research. This is done in accordance with the characteristics that were suited to the research questions. According to David and Sutton (2011) and Saunders et al. (2009), when employing purposive sampling, the participants are selected to take part in a study based on the researcher's knowledge and opinion about their suitability for the study. Gilchrist and Williams (1998) refer to the selection of critical informants as purposeful, strategic or information-rich sampling as the selection attempts to yield a small number of informants who provide information-rich pictures or aspects of information or knowledge distributed within the study population. In-depth interviewing was used as the primary

means of data gathering used in this research, precisely the use of elite interviews. Marshall and Rossman (1995) defined elite interviewing as a specialized case of interviewing that focuses on a particular type of interview.

Table 1. Participants Demographics

Participant	Country	Organisation	Position	Gender
A	Bangladesh	Sports for Hope and Independence	Secretary General and Head of Sports Development.	Male
B	Kosovo	Down syndrome Kosovo	Director and swimming coach	Female
C	South Sudan	Light For The World	Inclusion Advisor/ CBR expert/ coordinator of the projects of Light For The World (South Sudan)	Female

3.2 Qualitative Research Approach

Selecting a research approach towards the overall study is central, as it acts as a vehicle in responding appropriately to the research question. Horgan et al. (2009) as critical in which a researcher must apply his/her mind correctly before deciding on the approach to use. Thus, after seriously considering the appropriate approach, a qualitative research approach was considered the most appropriate for collection and analysis of data. Qualitative research is described as a “multifaceted approach that investigates culture, society and

behavior through an analysis and synthesis of people's words and actions" (Horgan et al. 2009, p.3). Horgan et al advances their argument by indicating that qualitative research gives a researcher monopoly to make sense or understand behavior, beliefs and emotions of the group under study. Due to its flexibility, it allows research to be carried out in its natural setting and gives the researcher an opportunity to collection and analysis data based on the "participant views and the way in which they make sense of the world" (Hartley & Muhit, 2003, p.104). According to Horgan et al. (2009), the researcher's interaction is also considered part of the "knowledge creation process"

3.2.1 Rational for Qualitative Research Approach

Since "disability is a product of the interaction between individuals and their environment" (O'Day et al. 2002, p.11), there is a need for a methodology that will unearth the lived experiences of those involved. Through the qualitative, the complex interaction of disabilities, socio-economic status, gender and health conditions could be best understood through the application of interviews and documents analysis (O'Day et al. 2002 p.11). There is little information regarding the scale and predicaments of people living with disabilities in post-conflict countries. Therefore, developing any facilitators to their inclusion in development agendas without a thorough understanding

of their situation may end up as an intervention that is not helping in changing their living conditions.

3.3 Data Collection

An understanding of what constitutes data and what data to collect is vital in order to answer the research question. Data is described as what the researcher has collected not necessarily what is out there to be collected (David & Sutton, 2011). The simplest description of data is by David & Sutton (2011) is that data is the output or a product of research, as opposed to something the researcher just collects. With this understanding of what data is; the section below will describe and put into perspective document analysis and interviews as tools that the researcher will utilize for generating data.

3.3.1 Interviews

The interview is described as a situation which questions are asked of an interviewee by the interviewer, but also involves listening to their responses (David & Sutton, 2011). It may take a different form depending on the aims and objectives of the study or research question. Interviews can either be structured, semi-structured or unstructured (Di Cicco and Crabtree, 2006 and Saunder et al. 2009). However, interviews in qualitative research are not always the automatic methods necessitating consideration of the research

questions and the rationale for conducting a research (Fadyl and Nicholls, 2012). The purpose of these interviews was to elicit data that will contribute to a body of theoretical knowledge as seen from lived experience of NGOs (Dicicco-Bloem and Crabtree, 2006). Turner (2010) provide a further explanation to indicate that interviews provide in-depth information regarding the participants concerning the topic under investigation. A better understanding of the circumstantial issues facing inclusion of people with disabilities in developing countries will enable the compilation of functions and competencies that are central to this effect.

3.3.2 Importance of Using Document analysis

In order to respond to the research questions, the researcher found it paramount to use document analysis to analyze training packs and the mission statements of NGOs administrating inclusion programs in post-conflict countries. Saunders et al. (2009) indicates that it is very difficult to access some organizations' documents, but they could still be accessible through interaction with such NGOs or through their website. Documents analysis is mainly used with another method but that does not rule out that it is sometimes used as a side method (David & Sutton, 2011).

There are various advantages of using document analysis in research as a

source of data. According to (Bowen, 2009) it is advantageous to use document analysis as it possesses the following strong points:

- Documents can provide data in the context of the participants, thus helping the researcher to have a better understanding of issues raised. It is an important aspect of the development of occupational standards in the manner that it relates to skills and knowledge because they could be developed in a manner consistent with the context.
- Document analysis is less time consuming than other methods as it involves data selection, not data collection. Since many documents are found in the public domain, it is easier and less time consuming to access while participants are not always available.
- It is a less costly method since data has been collected; saving the researcher and allowing him/her to analyze it in line with the research question. However, it is paramount to evaluate the quality and reliability of the documents. This research's context is in post-conflict countries making it expensive to travel and collect data as the researcher studies in a developed and stable

country. The cost would include travel, boarding and lodging.

- Documents provide what Yin (1994) terms ‘exactness’. Those include specifics such as names, places, references and other details of the programs. Therefore, they are considered to be providing a broad coverage.

3.4 Data Analysis

The researcher adapted an inductive thematic analysis approach. Document analysis and mission statements for organisations responsible for disability inclusion sports programmes were analysed and interview transcripts followed. “Data analysis is the attempt to understand the presence or absence of themes, common and/or divergent idea; beliefs and practices” in a topic under research (David & Sutton, 2011). This section will give a description of how the documents and interview transcripts were analysed. (Braun & Clarke, 2006) state that thematic analysis is a qualitative research method that can be widely used across a range of epistemologies and research questions. They further argue that, it is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set (Braun & Clarke, 2006). The goal of thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to

address the research or say something about an issue. This is much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it (Braun & Clarke, 2006). What this does, is show that the data collected has been summarized and organized. (Braun & Clarke, 2006) provide a six-phase guide which is very useful for conducting this type of research.

Step 1: Become familiar with the data

Step 2: Generate initial codes

Step 3: Search for themes

Step 4: Review themes

Step 5: Define themes

Step 6: Write-up

3.4.1. Methodology for developing occupational standards

Functional analysis is a method that was utilized to develop the occupational standards. When applying the functional analysis in developing the occupational standards, the idea is to start with the key purpose of an organisation or an occupation and then identify key areas or generalised occupations for achieving the stated purpose (Fretwell, Lewis, & Deji, 2001).

Fretwell et al. continues to point out that functional analysis is a method that identifies the main functions, breaking these into sub functions until outcomes for each function are identified following a strictly logical sequence. Functional analysis is a consultative process with practitioners in the sector or occupation (Fretwell, Lewis, & Deji, 2001) which result into the functional map. Functional map begins by establishing the key purpose of the productive function under study (as an outcome – what has to be achieved) and then questions are asked to find out what functions need to be performed in order for the previous to be achieved (EOSE, 2007). When the functional map is complete it should be concluded with the performance criterion, an extension of the functional analysis process, which encompasses performance requirements, skill and knowledge and lastly assessment. **Performance** requirements are specifications of what has to be achieved in employment to meet the outcomes described in units of competency (EOSE, 2007) . Meaning they specify what the worker should be capable of. **Range** details the field of application i.e. tools, equipment, materials methods or processes needed to achieve the performance requirements (EOSE, 2007) . **Skills** are the evidence that proves performance has been achieved and **knowledge** describes the necessary knowledge needed to achieve performance (EOSE, 2007). **Assessment** specification describes the quality with which performance have

to be achieved. In developing the standards, the following process will be followed. The mission statement of Ngos were analysed to determine their key purpose for undertaking sports based programmes in post-conflict countries. The occupational standards were benchmarked with the Universal Design for All and UN best inclusion practices criteria. When completed, a draft of occupational standards was send to participating Ngos for validation. After being validated they were modified into a final draft.

3.5 Documents Trustworthiness

This research employed documentary data for generating data specific to the study. The documents that were used were mission statements for Ngos and disability training programmes. When selecting these documents, much emphasis was placed on their reliability and validity. (Bowen, 2009) suggests that though documents are rich in information and data, one must be cautious with regards to their “relevance to the study, their completeness, authorship, target audience, authenticity, credibility and accuracy”. Quality control criterion was applied for handling documentary sources as advised by (Scott, 1990).

3.5.1 Interview strategies

Member checking concept was applied on the interview questions and

transcriptions. Interview questions were sent beforehand and participants were asked to check whether questions are clear, understandable and free from errors. After that adjustment and corrections were made prior to the interview. (Doyle, 2007) describes member checking as a process of availing an opportunity for participants to check and approve certain elements of the information they provided. Member checking is an important aspect of ensuring trustworthiness of the study because it gives the opportunity for participants to challenge the transcripts' accuracy and any errors that may be visible (Doyle, 2007).

Member checking also affords participants an opportunity to reassess their comments, which may in turn stimulate more comments as well as minimizing chances of the researcher being accused of having misunderstood the comments (Doyle, 2007).

3.5.2 Triangulation of methods

Triangulation was used to curb the biases of using a single method to collect data. (Curtain & Fossey, 2007) support the use of triangulation as it increases the breadth and depth of the research thus leading to a better understanding of the phenomenon under study.

3.5.3 Ethical considerations

An invitation letter was sent to eight Ngos with an elaborative paragraph which outlines the research and the logic for undertaking the research. The letter explained the purpose of the interview and how data shall be collected therefore giving participants a clear entry point for the research. A consent form was sent to participants to declare if they wished to participate in the study.

Chapter 4. Findings

This chapter will present the results of the data analysis done by document analysis and interviews that were carried out at different stages of the data collecting stage. The study employed document analysis of two disability inclusion sports training programmes, one was sports inclusion programme designed for capacitating Ngos and volunteers in Togo and Ethiopia with skills and knowledge to include people with disabilities in sporting programmes, and the second one was a manual on including children and youth with disabilities in Sri Lanka.

The mission statements of Ngos undertaking sports programmes and Ngos that had agreed to be part of this research were analysed. A draft of occupational standards was developed and validated by participating Ngos and the validation process was followed up with these Ngos. The main aim of the study is to develop best practices approach through the development of a set of occupational standards for use by Ngos when including people with disabilities in sports based programmes in post-conflict countries.

Table 2 Themes and Sub-themes

Objective of the Study	Themes	Sub-themes
Develop a competency framework which comprises a set of competencies, knowledge and skills for Ngo staff operating in post-conflict countries.	1. Changing Perception	1. Understanding Perception 2. Myths and Believes 3. Raising awareness
	2. Protection of Human Rights	1. Promoting Human Rights
	3. Facilitating inclusion	1. Barriers to inclusion 2. Facilitators to inclusion
Developing a functional map that involve a set of functions.	1. Promotion	
	2. Support	1. Inclusive measures to increase participation
	3. Changing Lives	
Determine the current situation with regards to policy and programmes	1. Capacity building	1. Exchange of knowledge with partnering organisations 2. Developing sustainable programmes 3. Prior knowledge of employees of the organisations
	2. Changing perceptions	1. Culture and perception 2. Raising awareness
	3. Protection of Human Rights	1. Promoting disability rights 2. The importance of policy changes to address issues.

4.1. Developing a competency framework which comprises a set of competencies, knowledge and skills for Ngo staff operating in post-conflict countries.

In analyzing this programme, a thematic analysis approach was used to identify the skills and knowledge contained within the programme. The themes are organized by a description of knowledge and skills that the programmes aims to impart to Ngos and volunteers with regards to the technical skills around inclusion in sports programmes.

The results produced three broad themes which are as follows: changing perception, protection of human rights and facilitating inclusion. The results are also presented under sub-themes. The results indicated that changing perceptions has a relative weight, and it also indicated that the relative weight of the training programme was concentrated on changing perceptions. The themes are described and supported by data extracts from the training programmes.

4.1.1. Changing perceptions.

This theme involves gaining an understanding of different perceptions (which include both negative and positive), disability awareness, cultural beliefs and myths associated with disability. The theme also includes promotional strategies and related benefits for promoting people disabilities in sports as well as community mobilization. The data is presented under the following sub-themes: understanding perception, myths and believes and raising awareness.

4.1.1.1 Understanding perception

Inclusion takes place when peoples' negative perceptions towards people with disabilities change. Negative perceptions add to the exclusion of people with disabilities in sports and other developmental activities, therefore there is a need for Ngos to have a clear understanding of what these negative perceptions mean. People with disabilities feel more comfortable and accepted if they are treated in a respectable manner like everyone else. The disability inclusion sports programme states that:

perception is described as the process by which an individual receives, selects, organizes and interprets information to create a picture of the world.

It is important, therefore, to understand that perception is dependent on the

senses that people use to understand the world they live in. the training programmes have some quotes expressed by people with disabilities to indicate that they want to be treated like everyone else. Some of these extracts from the disability inclusion sports training programme portray how people with disability express themselves with regards to negative perceptions associated with disability:

“although I am deaf, I still want to communicate

Why do people see me as useless, thoughtless, when I am capable as anyone?”

4.1.1.2 Myths and Beliefs

In some instances, what is believed to be the truth about people with disabilities are simply myths and beliefs that are alleged within some cultures. The disability inclusion sports training programme also indicate that some common myths and cultural beliefs in West Africa are that disability is considered:

An act of witchcraft

A curse or punishment of the parents of the child due to bad behavior of the mother during pregnancy.

These culturally made up perceptions of disability are thoroughly related to

the abilities of people with disabilities. The understanding is that people with disabilities have little or nothing to offer their community.

4.1.1.3 Raising awareness

Raising awareness is considered paramount to changing perceptions of disability in communities. Reinforcing and popularizing positive perceptions of disability in the communities harnesses the power of sport. The disability inclusion sports training programme indicates that sport has the capacity to gather many people together and also has a number of benefits that people with disability can gain through participation.

If well organized an inclusive sport and play event will showcase the abilities of children with disabilities, which ultimately lead to a change in the spectator's perception.

Vital to all this is appealing to the community to change the perception and stereotypes about disabilities by increasing the knowledge base through information sharing and continued interaction.

4.1.2 Protection of Human Rights

Organisations need to promote the protection of human rights for people with disabilities so that they will be able to participate in sports programmes with those without disabilities. This means that efforts geared towards inclusion

should adopt a human rights approach. Below the sub-themes are described.

4.1.2.1 Promoting Human Rights

Human rights should be accessible to every human being regardless of their abilities, therefore, every human being is entitled to protection in a case where his/her rights are being infringed. It is indicated in the disability inclusion sports training programme that “focus is on inclusion to eliminate barriers which prevent inclusion and access to human rights”. This is done through the adaptation of human rights model of disability as an approach to addressing the problems of a lack of inclusion. The programme says:

“Human rights models approach incorporates social model thinking where external barriers are identified in conjunction with the person with a disability being the focal point in the attainment of their rights. The right based approach adopts awareness, participation and comprehensive accessibility as core disability-inclusive development principle”

With particular reference to sports and recreation, the convention has an exclusive article that speaks to the inclusion of people with disabilities in sports or recreational activities as stated in the disability inclusion sports training programme:

“Article 30 of the convention addresses both mainstreaming and disability-

specific sports and stipulate that the state parties shall take appropriate measures to encourage and promote the participation to the fullest extent possible of persons with disabilities in mainstreaming sporting activities.”

In conclusion, this theme described the significance of the protection of human rights approach in including people with disabilities in sports programmes as it stresses elements that are critical for inclusion to be realized.

4.1.4 Facilitating Inclusion

Inclusion is central to mainstreaming disability in sports programmes. Efforts should be concentrated towards the facilitation of inclusion in any manner possible as supported by UNCPRD. Data under this theme is organized under the following sub-themes: barriers to inclusion and facilitators to inclusion.

4.1.4.1 Barriers to Inclusion

Identification of barriers to inclusion is critical to the development of facilitators for inclusion. It is only when you are aware of the problems hindering inclusion that you can be in a better position to come up with the appropriate remedies. When analyzing the disability inclusion sports training programmes, some of the barriers that were found are as follows;

Physical

- Buildings which have steps are inaccessible to people who

use wheelchairs or crutches.

- Public transport is often inaccessible, e.g. wheelchair users or other people who are slow at walking or who have limited physical strength have difficulty getting on and off of buses.

Social

- Parents of a child with disability believing that educating the child is a waste of time and money, therefore neglecting their education. Leaving them to have fewer employment opportunities in the future.
- Discrimination against people with mental illness, leading them to being ostracized from society.

Economic

- People with disabilities are more likely to be living in a situation of poverty

Attitudinal Barriers

- Understanding people's abilities, over protection, lack of knowledge, fear of the unknown.

Personal Barriers

- Do not think of themselves as “sporty”
- Have poor body image/low self-esteem
- Lack of trained personnel

These are barriers that are common to people with disabilities and are systematically promoting them from participating in sports. It is only when these barriers are minimized or eliminated that inclusion of people with disabilities in sports programmes will improve.

4.1.4.2 Facilitators to Inclusion

In minimizing barriers to inclusion, various avenues should be explored to maximize inclusion of people with disabilities such as resources that can be used during sporting sessions. These resources should be user friendly to people with disabilities, in that they should be modified for use by people of different abilities in terms of texture, color and shape. In the case where material expensive, material should be locally made and easily available. The disability sports programme indicates that:

Bean bags- small plastic bags and sand or using fabric and sand. Nets-poles/ tall wooden sticks, rope and fabric pieces.

All these materials mentioned above are easily accessible and could be modelled applying TREE principle to make equipment that could be used for sports programmes. Which states:

- Brightness
- Range of colors
- Range of sizes
- Give choice.

In conclusion, the disability inclusion sports programme stresses the importance of changing the negative perception towards people with disabilities through an awareness campaign. It also describes various ways in which negative perceptions could be discouraged within the community showcasing the abilities of people with disabilities, educating people about disability and human rights. Besides that, it promotes the protection of human rights of people with disabilities through the enactment of appropriate legislations and policies.

4.2 Developing a functional map that involves a set of functions.

In trying to develop the key purpose of organisations involved in the inclusion of people with disabilities in sport, the mission statements of five

organisations were analysed. The purpose for analyzing them was to identify the primary mandate of the organisations working in the field. The results of the analysis contributed into the development of the occupational standards particularly with regard to developing the functional map of the occupational standards. The analysis produced three themes. Which are; promotion, support and changing lives.

These themes are considered fundamental by these organisations for the proper and meaningful mainstreaming of the inclusion of people with disabilities in sports in post-conflict countries.

4.2.1 Promote

Promotion of the rights of people with disabilities is very important for people with disabilities to realize their inclusion into sports programme. Society should be made aware of the rights of the people with disabilities and the legal instruments. Organisations believe that if this is done properly it would be much easier to facilitate their inclusion into all spheres of life. One organisation stated that their mission is:

the promotion of inclusive development and rights of persons with disabilities based on community based disability mainstreaming approach in IDP camps.

Organisations consider collaboration with stakeholders significant as they

collaborate for better service delivery in making sure that the rights to health and education is promoted advocacy in the national and international arenas. The overall intention of organisations is aimed towards “empowering persons with disabilities to have equal participation in society.”

Organisations argue that one of their primary goals in promoting inclusion of people with disabilities in sport is through “coordinating and facilitating for the inclusion of people with disabilities in sports, physical activity and education”. This means that they are involved in making sure all necessary arrangements for their inclusion is administered in a way that they will see desired change. Organisations consider sports as the right vehicle for social inclusion:

our mission is to protect, educate and empower children to raise above adversity using the power of play.

Furthermore, promotion of people with disabilities in sport or through sport is another way of empowering people that are socially excluded by their communities. These organisations work to ensure that people who are socially marginalized are capacitated to sustain themselves in the community. One of the organisations states that their mission is:

to teach life skills for the development of people with disability through active

participation in sport.

Promoting the rights of people with disabilities through sports for other developmental programmes is the main mandate for organisations and they carry it out effectively by partnering with stakeholders.

4.2.2 Support

Supporting people with disabilities so that they are included in their communities is popular in a number of organisations undertaking the disability inclusion sports programmes. This theme details the organisations mandate when playing a supportive role for the inclusion of people with disabilities in sport programmes in post-conflict countries. Moreover, this theme includes the sub-theme which is; inclusive measures to increase participation.

4.2.2.1 Inclusive measures to increase participation

Organisations play a supporting role in various aspects of making sure that people with disabilities are afforded the chance to participate in sport and recreation. Organisations do this by supporting an inclusive measure to enable participation in sports such as changing policies to accommodate people with disabilities, availing resources needed for inclusion and educating people about disability. One organisation indicated that their goal is to “*employ*

various methods to make their programme more inclusive.”

4.2.2.2 Changing lives

Most organizations’ mandate is to change the lives of people with disabilities for better in order to contribute to sustainable livelihoods. The organisations perceive that the conditions of people with disabilities more conducive for them to participate fully in developmental activities, hence a need to improve them tackle social problems they are facing.

The support that the economic status of people with disabilities need to improve and the only way they can improve is to create and engage them more in developmental agendas. One organisation stated that their mandate is *“vocational training for persons with disabilities to help them become employable.”*

The analysis of mission statements of the participating Ngos produced three important themes. These themes indicated what exactly the core business/ core roles of these Ngos are in regards to the inclusion of people with disabilities in sport based programmes in post-conflict countries.

4.3 Determining the current situation with regards to policy and programmes.

The interviews were conducted during the validation process of the

occupational standards to obtain information from the participants about their relevance in a post-conflict context. Participants were representative from Ngos that mainstream disability inclusion sports programmes in post-conflict countries. The interview results produced three important themes which are capacity building, changing perception and protection of human rights. To preserve anonymity of the participants, they are referred as A, B and C.

4.3.1. Capacity building

The theme describes the participant's responses regarding the issues of lack of capacity in post-conflict countries. The theme continues to describe the current situation with regards to the level of skills and knowledge necessary to mainstream disability inclusion sports programmes in post-conflict countries. Furthermore, participants describe the roles that their organisations play as far as capacity building is concerned. All these presented under three sub-themes, which are exchange of knowledge with partner organisations, developing sustainable programmes and prior knowledge of employees of the organisation.

4.3.1.1 Exchange of knowledge with partnering organisations.

Some participants indicated that they partner with other organisations that carry out similar work to aid them in capacitating their volunteers. Participant

A indicated:

We collaborate with the University of Houston to train our volunteers on disability inclusion sport.

One organisation indicated that *“We would like to have stakeholders from developed countries, because we need training from experts.”*

Participant B further indicated that:

We would like to partner with the government, we believe they can support us with trained experts, unfortunately we received nothing from them.

Participants explained that they have some disability inclusion sports programmes and disability segregation programmes to capacitate people with disabilities with skills to participate in sports they like. *“We have some coaches that coach table-tennis to our students.” (Participant A)*

Participant B indicated that they have coaches from outside the organisation giving swimming lessons to entry level down syndrome students. When asked if they had other suggestions regarding the standards, participants indicated that *“We would like technical advice from other organisations, because some of our personnel is not skilled in disability inclusion sport.” (Participant C)*

4.3.1.2 Developing sustainable programmes

Participants indicated that disability inclusion sports programmes must be planned, structured and executed in a way that they will have an impact on their students/participants. In responding to the question regarding the relevancy and practicality of the competency framework of the occupational standards, participant A stated that:

We want to do things in a very professional way and in a way that will impact our students....so these standards will guide us in planning accordingly for inclusion and maximize participation.

Participant B highlighted that the solution to developing sustainable programmes is by “employing progressive methods.” She stated that “*I believe we need to come up with innovative ways like technology.*”

4.3.1.3 Prior knowledge of employees of the organisations.

Participants agreed that their organisations have a lack of capacity in terms of skills and knowledge on how to include people with disabilities in sports programmes in post-conflict countries. There was also a lot of reference to a lack of resources towards administrating inclusive sports programmes. Participant C expressed her concern that implementing some programmes is difficult because:

We don't have a lot of trained personnel to implement... in my country, you will not find people who studied physical education.

Necessary skills and knowledge seem to be the area where most participants paid attention to. When asked if they were to use these standards and if they would be applicable to their organisations, Participants A indicated:

They would be helpful, as we want to implement a programme called training of trainers, so these standards will help us with training our volunteers.

Lastly, participants indicated that there is still a lack of resources to properly administer disability inclusion sports programmes in post-conflict countries. Participant B indicated that:

"Because our country is a post-conflict country, it is currently in a transitional phase, there is a lot that is being developed ...like facilities. If we

have proper facilities accessible to people with disabilities, I believe we can be more inclusive.”

4.3.2 Changing perceptions

This theme details how perception affects people with disabilities under sub-themes; culture and perception and raising awareness. These sub-themes will detail the relationship between culture and perception. It will indicate how culture influences the perceptions that societies and communities have about people with disabilities and how raising awareness can be used to shed a positive image on people with disabilities and their perception on disability.

4.3.2.1 Culture and perception

Participants gave accounts on how there are different understandings of people with disabilities. Participants also believe that culture play a significant role in influencing societies’ perception on people with disabilities.

Participant A indicated that:

In our country people believe people with disabilities are a curse and a sin. Local leaders and religious leaders don’t help either.... they perpetuate stereotypes about people with disabilities.

Participants further indicated how the negative perception of people with disabilities affects their participation in sport or other social activities.

Participant B stated that *“There are some families in my country that hide people with disabilities.”*

On a more specific note in regards to participating in physical activities, when asked on challenges they face when mainstreaming disability inclusion sports programmes, participant C indicated that *“People think that persons with disabilities cannot be part of sports activities due to their limitations.”*

4.3.2.2 Raising awareness

To change the negative perception of people with disabilities, participants believe that awareness raising with long-term effects is necessary. Participant B believes that sharing information about disability and people with disability can go a long way.

The media should cover more activities where people with disabilities are participants...They can also help in shedding a positive light on disability.

On a similar note participant A indicated that community mobilization is very important. *“In our organisation we hold raising awareness campaigns in the community about disability.”*

One participant stressed the importance of equipping volunteers with skills on awareness campaigning. *“Organisations should train their volunteers on how to carry out disability awareness raising campaigning.” (Participants A)*

4.3.3 Protection of human rights

This theme covers participants' responses on the protection of human rights of people with disabilities. It will be covered under these two sub-themes; advocate for disability rights and the significance of policy changes to address issues of inclusion.

4.3.3.1 Promoting disability rights

Protection of human rights is an important issue with organisations mainstreaming disability inclusion programmes. Some Ngos are specifically centralized around making sure that these issues are addressed.

Participant B stated that:

Our organisation promotes, respects and promotes the rights of persons with Down Syndrome and their relatives.

She continued further by indicating that:

We advocate for equal opportunities in society, while fully respecting human rights and humanity dignity to any person with Down Syndrome and their family members.

On a similar note, participant A stated that:

Advocating for human rights is a priority in our organisation...we

collaborate with other organisations that work specifically with protecting human rights.

One of the issues that were raised during the interviews by participants was safety. They stressed that there should be measures for both staff and participants in all the organisations that administer disability inclusion sports programmes in post-conflict countries. Participant C when asked if the occupations included in the functional map are relevant in a post-conflict context, she stated:

Yes, they are very relevant especially safety, as it is a challenge at this moment in my country. There needs to be an establishment of safety protocols post risk analysis for the safety of everyone.

4.3.3.2 The importance of policy changes to address issues.

In order to ensure equal opportunities and rights of people with disabilities, organisations need to develop clear policies. Most of the participants have either straight forward policies on inclusion of people with disabilities or provision for equal opportunities for all. Participant C indicated:

Our organization's vision is an inclusive society where no one is left behind...we support inclusive education while empowering persons with disabilities to have equal participation in society.

Participants stated that organisations should really take inclusion seriously by amending their policies. Participant B when asked if they would use these standards she stated:

Yes, we would...I truly believe we need to reflect on our current policy in regards to disability inclusion...the standards will guide us on measures of how to develop and implement disability inclusion policies.

This sub-theme indicated that organisations have to put in a lot of effort in amending their policies, and for them to do that (Tsiki,2016) states that organisations need to mount advocacy initiatives to influence policy change in various strategic partners.

Chapter 5. Discussion

The data collection produced an assimilation of the situation regarding the role of organisations managing disability inclusion sports programmes in post-conflict countries. It also produced the challenges impeding disability inclusion in post-conflict countries. These findings were provided through themes that resulted from the document analysis of disability inclusion sports programmes, mission statements of organisations running disability inclusion sports programmes and interviews from participating Ngos.

This chapter will discuss these findings in response to the following research questions;

- What is the current situation in terms of policy and programmes with regards to the inclusion of people with disabilities in sports programmes in post-conflict countries?
- Which functions and competencies are required to include people with disabilities in sports based programmes in post-conflict countries?

This chapter also demonstrates the evolution of the occupational standards that emanated from document analysis, the changes that were made to the standards during validation phase and the structure of the occupational

standards.

5.1 The current situation in terms of policy and programmes.

The results showed that organisations do have policies for inclusion and equal opportunities, though some policies are not specific. They also indicated that the majority of organisations need to reflect on their policies. Participants indicated that their organisations are also about promoting human rights. Document analysis indicated the connotation of understanding human rights, with focus on the United Nations convention on rights of persons with disabilities.

The results also indicated that, many organisations still have to reflect on strategic documents such as policies. Concerning the inclusion of people with disabilities in sports programmes (Nhamo & Sibanda, 2014) state that one of the impeding factors for non-participation of people with disabilities is unfriendly policies. Tsiki (2016) states that, for organisations to get serious about inclusion there should be strategies that force them to set inclusion in their approaches.

In terms of programmes, the results showed that organisations do have programmes that administer disability inclusion sports. The disability inclusion sports training programme designed for Togo and Ethiopia

capacitates volunteers and Ngos with relevant skills and knowledge on inclusion in sports. The programme seems to be intended to address the main issues that affect inclusion, basic disability knowledge and mechanisms of achieving inclusion through sports based programmes. This programmes also made references to the UNCRPD and the UNESCO charter on physical education. Literature stated that low participation of people with disabilities in sports programmes can be attributed to adapted programmes but more specifically lack of trained personnel (Wegner & Struthers, 2011).

These corroborates that there is a need for training and having people with technical expertise on disability inclusion and disability sports programmes. However, because the organisations that participated in this study represent a small group, we cannot exclusively conclude that many organisations have sports programmes that include people with disabilities in post-conflict countries.

In conclusion, the results certify that there is a need for occupational standards, which will guide them on how to mainstream disability inclusion sports. Occupational standards help organisations to develop, manage and evaluate inclusion programmes and benchmarking inclusiveness of their policies (SkillsActive, 2016).

5.2 The functions and competencies crucial to Ngos

Results revealed that there are a number of challenges that organisations should overcome in order to include people with disabilities in sports. The results revealed that the emphasis is on functions and competency areas. The results revealed that negative perceptions towards people with disability are challenges that organisations deal with. Results also revealed that perception of disability in different cultures seem to bear negatively on people with disabilities, hence deterring their chances of participating in sports. As a result, organisations need to find out mechanisms of changing perceptions and this can be done through awareness raising programmes. Organisations need to have the relevant skills and knowledge. Literature corroborates this view, the UTMF includes perception as a key area that Ngos should tackle while trying to “inclusivise” their operations (Masdeu-Yelamos, 2015).

Results also revealed communication as one of the challenges organisations are grappling with. Organisations need to improve or come up with strategies when it comes to information sharing on disability and exclusively on disability in a post-conflict context. This validates that organisations need to capacitate or acquire the skills and knowledge on how to communicate effectively with people with disabilities in post-conflict countries. The results also showed that there is a lack of capacity in organisations on how to manage

disability inclusion sports programmes.

In a study conducted by (Wegner & Struthers, 2011), teachers did not know which sport would be best for people with disabilities or if they were capable. This shows that organisations need to have the relevant skills on planning and developing a disability inclusion sports based programmes. The results also revealed that safety is important, especially in a post-conflict context. Organisations need to acquire the skills and knowledge on how to develop programmes that are safe and fun for everyone. The results revealed a lack of resources as another challenging aspect hindering inclusion. Organisations need to employ affordable means of acquiring resources.

Results revealed that a majority of the countries that participated in the research are in a transition phase from total destruction to trying to develop again, therefore it is important for these organisations to acquire the skills and knowledge on how to manually develop some resources that can be used in their sport activities or in their inclusion programmes in general. Lack of facilities was also revealed in the data analysis. (Nhamo & Sibanda, 2014) state that the ability to form relationships with stakeholders can be an advantage in accessing some resources and facilities. Therefore, collaboration with stakeholders is a necessary skill to acquire for effectively running a

disability inclusion sports programme in post-conflict countries. Protection of human rights is also another area revealed by data results. Organisations need to be familiar with the convention on the Rights of Persons with Disabilities and also local legislation. This will aid them in advocating for the right of people with disabilities. The UN (2011) criteria for best inclusion practices indicate that all practices geared towards inclusion should adopt the human rights approach in all their operations.

Therefore, it is within this context, that organisations need to develop a set of knowledge and skills that are linked to the functions so that they will be able to recruit, perform effectively, manage, identify skills gap and training and also develop training plans to further equip their employees and volunteers.

5.3 Occupational Standards for Ngos in Post-Conflict Countries

The occupational standards for Non-governmental organisations mainstreaming disability in sports based programmes in post-conflict countries describe a level of performance for the successful achievement of work expectations by those involved in the sports profession. The development of these standards are reinforced by the UNESCO charter on physical education, the Convention on the Rights of Persons with Disabilities. The standards are also linked to the Universal Transformational Management

Framework as a management tool for mainstreaming disability, Professional Standards and Principles of Inclusion.

5.3.1 Objective of the occupational standards

The occupational standards have been developed for use by Ngos administrating sports programmes in post-conflict countries. They can be used in both recreational and organized sport. They can also be used by Ngos that are fully dedicated to the sports sector and Ngos working in the sport for development programmes. The standards are not restricted to any particular position in the organisation but they give an extensive perspective in terms of functions and competencies essential in the field to facilitate inclusion.

5.3.1.2 Definitions reinforcing the occupational standards Occupational Standards

Defines the “competences which apply to job roles in the form of statements of performance, knowledge and the evidence required to confirm competence” (Fretwell, Lewis, & Deji, 2001). They cover the key actives undertaken within the occupation in question under all the circumstances the job holder is likely to encounter.

Competency Framework

A competency is a set of skills, knowledge, abilities, attributes, experience,

personality traits and motivators which has a predictive value towards an individual effectively performing in a job (Hudson, 2017). Competency frameworks provide clarification around the behaviors expected at different levels throughout the organisation. These competencies are linked to the corresponding knowledge and skills.

Knowledge

Knowledge is a familiarity, awareness, or understanding of someone or something, such descriptions or skills, which is acquired through experience or education by perceiving or learning. Knowledge can also refer to a theoretical or practical understanding of a subject; it can be implicit (Wikipedia). Therefore, it is within the context of these standards that information under the knowledge section, refer to what individuals must know in order to be able to mainstream disability in sports programmes.

Skills

Skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas, things and/or people (Merriam-Webster dictionary). In the context of these standards, the skills section is all about the skills that individuals must know in order to administer disability sports programmes

successfully.

Disability inclusion sports programme.

They are sports programmes that are inclusive and accessible to individuals of all abilities/with or without disability. It is expected that Ngos mainstreaming disability sports programmes in post-conflict countries will make conditions favorable or everyone to be engaged in activities regardless of their abilities.

Inclusion

Inclusion is an all-encompassing practice, that ensures that people of differing abilities visibly and palpably belong to, are engaged in, and are actively connected to the goals and objectives of the whole wider society, as opposed to being labeled as ‘others’ amongst a ‘typically developed’ individual. The inclusion in sport means that all sports organisations should afford equal insports regardless of their abilities. These standards promote and advocate the inclusion spectrum that ensures people with disabilities are given an opportunity to take part in any sport, recreational and related physical activities as demonstrated below.



Figure 1 playbytherules.net.au

Inclusive

Inclusive as described by (UNESCO Chair Institute of Technology, 2015) is an “action verb that underpins all the willingness, intent, actions, and resources needed to increase accessibility for people with disabilities in physical activity”. The occupational standards encourage Ngos mainstreaming disability to promote and uphold an inclusive environment.

Universability

The occupational standards promote that Ngos associated infrastructures, training, and coaching should be designed in a universally accessible manner. Universability is the ability to take action towards universal access or inclusion (UNESCO Chair Institute of Technology, 2015). Universability is a progressive process and it indicates that a venue, product, service, activity,

game, sport etc. have the ability to be universally accessible. Universability recognizes capacity, willingness and intention while encouraging action towards a more inclusive world in which diversity is mainstream. Tsiki (2016) states that, the Universability concept should be adapted from the onset in order to eliminate a need for adaptations in the future; all operations will be accessible across the board and that all services, facilities and equipment will be available for use by anybody without any accessibility problem.

5.4 Structure of the occupational standards

The occupational standards were developed through document analysis of disability training programmes and organizations' mission statement and they were also Enlighted by other occupational standards in developed countries. The standards are organized into two sections; the functional map which comprises of key purposes and functions, which are divided into key areas, key roles and functional units. The second section is the key competency framework and it comprises of competencies, knowledge and skills.

5.4.1 Functional Map

The key purpose portrays the organizations' role. This was the first step in developing the standards so that the functions would be related to it. It is made up of three themes that were identified during document analysis as primary

mandates of organisations administering disability inclusion sports programmes. The themes were; promote, support and changing lives. The next step was to identifying the key functional areas that would be undertaken to achieve the key purpose. This was done by developing generalised organizational functions, these functions were informed by the key feature on the document analysis results and they were also benchmarked against other occupational standards in the sporting and physical fitness industry.

5.4.1.2 Competency Framework

In line of the functions a competency framework which entails competencies, skills and knowledge was developed. They were developed in line with the key functional area outlined in the occupational map and data analysis. Each competency has a corresponding description of what it entails.

5.5 Occupational Standards

Key purpose: *To promote, support and improve the lives of people with disabilities through inclusion in sports based programmes.*

5.6 Limitations of the study

The researcher sent out eight invitation email letters to the Ngos managing disability inclusion sports programmes in post-conflict countries. Only five Ngos responded to the invitation and finally only three participated in the

research. For this purpose, the results of this research cannot be generalised to the wider population of post-conflict countries. One participant could not participate in a skype interview due to internet connection issues. After consultation with the researcher's advisor, the researcher was advised to email the interview questions to the participant and have them answer the questions in detail. Despite these limitations, the study was able to identify the key issues applicable to the inclusion of people with disabilities in post-conflict countries.

5.7 Conclusion

The occupational standards for disability inclusion in sports based programmes in post-conflict countries is an important tool that can be used to structure different functions of organisations. They can be used as a guide to policy development in trying to achieve inclusion. Furthermore, they can be used by organisations for developing and implementing inclusion sports based programmes. The occupational standards can also be utilized for recruiting staff with relevant skills and knowledge in disability inclusion sports. Organisations can use this tool to monitor and evaluate their performance and their inclusion programmes. Additionally, they can be used to continue on developing the skills and knowledge of the employees of the organisations.

5.7.1 Recommendations for future research

- It is recommended that further research be carried out for disability inclusion in sports by Ngos in post-disaster countries.
- Further research can be carried out to deduce the success and challenges of the implementation of these occupational standards.

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Appendix

Support Letter



Invitation letter



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DREAM
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Graduate Program

서울대학교 국제스포츠행정가 양성사업단 (151-742 서울특별시 관악구 관악로 1 우정면 151동 309호)
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To whom it may concern

RE: INVITATION TO PARTICIPATE IN A RESEARCH STUDY

I am a masters' student of the Dream Together Masters (Global Sport Management) programme at Seoul National University in South Korea. I am currently undertaking research on the area of mainstreaming disability on sports programmes in post-conflict countries. This research will employ both document analysis and interviews to gather data at different stages and in this regard, I would be highly grateful if you would consider participating in this research.

The objective of this research is to **Develop Occupational Standards for by Ngos Applicable to the Inclusion of people with disabilities in sports based programmes in post-conflict countries.**

To reach this objective, I will be assessing the current situation by collaborating with you and others, and through my research, will develop and validate a set of best practices that can be used by Ngos in post-conflict countries. My intent is to engage different organisations that oversee sports programmes in post-conflict countries through a validation process that shall be followed by interviews.

All organisations that agree to participate in this research will be involved in the validation process of the occupational standards. This will be conducted by telephone or skype interviews. The interviews will be recorded solely for transcribing purposes. All responses will be treated with confidentiality. Once the study is complete, the standards will be made available to you.

Participation in this research is voluntary and you can freely decline to participate at any stage or withdraw from the study at any time.

If you wish to participate please provide a contact number/email address of the contact person/s for ease of communication. The outcome of the research will be made available to you if you wish.

I (Motsejoa Belina Ntsane) am the main contact of the research but if you wish to inquire about the legitimacy of this research, do not hesitate to contact my advisor and the director of the DTM programme as follows:



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Ok Seon Lee (Advisor)

Joon Ho Kang (Director DTM)

Thanking you in advance

Motsejoa Belina Ntsane

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Interview Questions

- 1.** What are the terms of policy and practice of your organisation with regards to the inclusion of people with disabilities?
- 2.** What is the role and culture of your organisation with regards to the inclusion of people with disabilities?
- 3.** Do you have inclusion based sports programmes for people with disabilities in your organisation (if no please explain)?
- 4.** Do you think the key purposes indicated in the occupational standards are relevant and applicable in a post-conflict context? (explain)
- 5.** Do you think the occupations included in the functional map are relevant in a post-conflict context? (explain)
- 6.** Do you think the performance criteria/ competencies in these occupational standards are relevant for the inclusion of people with disabilities in a post-conflict context?
- 7.** What competency areas/performance criteria areas do you consider important for conducting/mainstreaming disability inclusion sport programmes in a post-conflict area?
- 8.** Please give competencies that you think are important that have been left out and please give reasons why they are important
- 9.** Does your organisation have challenges in regards to mainstreaming disability inclusion sports programmes? (if yes please explain)
- 10.** If you were to use these standards do you think they would be applicable to your organisation?
- 11.** Are there any other suggestions regarding these occupational standards?

occupational standards draft

Key Area	Description	Reference
Manage disability inclusion sports programmes effectively in a way appropriate to their needs.	<p>The role addresses the overall management of running of the organisation.</p> <p>It involves all the management functions needed for disability inclusion sports operations such as planning, organizing, leading and controlling.</p>	<p>(National Occupational Standards, 2016)</p> <p>(SkillsActive, 2016)</p>
Manage safe, healthy and effective sports programmes for participants.	<p>The role is to ensure that the organisation is adhering to safety standards and to ensure that the safety standards are enforced.</p> <p>Make sure participants and others have the necessary information about health and safety requirements for the programmes.</p>	<p>(National Occupational Standards, 2016)</p> <p>(SkillsActive, 2016)</p>
Support professional development of the organisation in disability inclusion sports programme operations.	<p>This role is about ensuring that all employees in a disability inclusion sports programmes are equipped with the relevant skills and knowledge</p>	<p>(National Occupational Standards,2016)</p> <p>(SkillsActive,2016)</p>

Competency framework development

Competency Domain	Competencies	Descriptions	References
Communication	Communicate effectively in a disability inclusion sports programme operations.	Employees of the organisations must have the knowledge and skills to make sure that the communication mechanisms for the organisations meet the needs of the participants.	
Participation	Facilitate access to participation in disability inclusion sports programmes.	Developing facilitation tools for inclusion	
	Develop and Support professional development of the organisations in inclusion sports programme operations.	Develop training programmes to increase capacity of its employees. They should also be able to demonstrate ability to engage stakeholders who may have technical expertise in disability inclusion sports and training.	
Developing Resources	Develop and implement resources for disability inclusion	Organisations need to demonstrate the ability to develop cheap basic resources that are easily	

	sports programmes operations	<p>accessible to their participants.</p> <p>Organisations must also be able to contribute to the developing and reviewing inclusive policies, procedures and guidelines with others.</p>	
Safety and Welfare	Promote safety and Welfare of participants in disability inclusion sports programmes.	<p>The competency entails being able to take account of the risk assessments and implement planned procedures for managing risks during the programmes.</p> <p>It also demands the ability to ensure that all equipment and facilities meet health, safety and other legal requirements.</p>	
Human Rights	Promote and advocate for human rights of participants in a disability inclusion sports programme.	<p>The competency stresses that organisations should be able to institute strategies to promote the rights of people with disabilities through and in sports.</p> <p>They should also</p>	

		<p>contribute to implementing relevant legislation and government policy on inclusive practices.</p> <p>They must also monitor and evaluate the organization's contributions in relation to the rights of people with disability within the programme settings.</p>	
Planning and Evaluation for inclusion	Plan for disability inclusion sports programmes.	<p>The competency is specific in ensuring that organisations develop long term and short term goods of the programmes. This means that organisations should be able to research about inclusive sports programmes and set goals for their own programmes.</p>	
	Implement inclusive programmes	<p>This competency demands that the organisations should be able to carry out inclusive</p>	

		<p>programmes sessions.</p> <p>Manage inclusive playwork practices.</p> <p>Implement inclusive staff recruitment policies and procedures.</p>	
	<p>Reflect on success and failures of a disability inclusion sports programmes.</p>	<p>Monitoring and evaluation of the programme including performance of the instructors and participants.</p>	

Functional Key Map

Key Area	Key Role	Functional Unit	UTMF	UNESCO Charter	CRPD	Principals of Inclusion
A. Manage disability inclusion sports programmes effectively in a way appropriate to their needs.	A1. Plan inclusion sports programmes for attainment of organizational plans.	A1.1. Research and analyse legal framework (legislation) on inclusion and progression that apply to disability inclusion sports programmes.	Values Proposition	Article 6.1	Article 4 (f) (g)	parents/caregivers/advocates/teachers of people with disability have the responsibility to function within the legal framework provided by their governments.
		A1.2. Set realistic goals and objectives for disability inclusion sport programmes operations.	Vision, Philosophy	Article 3		Teachers/caregivers/advocates of people living with disabilities have the responsibility for taking action for inclusive behavior in their education/sports programmes and care settings.
		A1.3. Design and implement inclusion programmes to achieve organizational goals.	Programmes, Processes, implementation	Article 5	Article 4 (f), 30	People living with disabilities have the right to access and participate in physical activities.
		A1.4. Contribute to the development and implementation of policies safeguarding participants.	Policy, Programmes	Article 3.1	Article 4 (a)	Teachers/caregivers/advocates of people living with disabilities have the responsibility for taking action for inclusive behavior in their sports programmes and care settings. Parents/caregivers/advocates/teachers of people living with disabilities have the responsibility to function within the legal framework provided by their governments.
		A1.5. Develop and maintain opportunities for participants in disability inclusion	Innovation, Programmes	Article 1.2 ; 7.4	Article 30 (b)	People living with disabilities have the right to access and participate in sports.

		n sports				
		A1.6. Establish the current situation and progression in disability inclusion sports programmes.	Processes.	Article 6.1	Article 4.1 (f)	Teachers, caregivers/advocates of people living with disabilities have the responsibility for taking action for inclusive behavior in their care and inclusion sports programmes setting.
		A1.7. Initiate programmes that can be modified to suite the changing environment and the participants needs.	Innovation, Programmes, Processes.	Article 4.1	Article 4.1 (f)	People living with disabilities have the ability to learn/participate in sport and the right to exercise their voice, choice and control in managing their own experiences in disability inclusion sports programmes.
		A1.8. Plan and implement programmes that are consistent with agreed principles of inclusion.	Programmes, Implementation, Processes.	Article 4.1	Article 4.1 (f)	Teachers, caregivers/advocates of people living with disabilities have the responsibility for taking action for inclusive behavior in their care and inclusion sports programmes setting.
	A2. Organize inclusion sports programmes operations for attainment of organizational goals.	A2.1. Develop a chain of command and power relationships within the organization for proper service delivery in a disability inclusion sports programmes operations.	Processes, People	Article 10.1	Article 4.3	People living with disabilities have the right to develop to their fullest potential and to be active, valued citizens in the community.
		A2.2. Establish and manage account for proper financial administration in disability inclusion sports programmes operations.	processes	Article 10.4		People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participate in meaningful physical activities.
		A2.3. Determine allocation and utilization of resources to aid disability inclusion sports programme operations	Processes	Article 8.1	Article 4.1 (f)	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access an

						d participate in meaningful physical activities.
		A2.4. Establish infrastructural and equipment needs for disability inclusion sports programmes operations.	Places	Article 8.1	Article 4.1 (f) (g)	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participate in meaningful physical activities.
	A3. Lead inclusion sports programmes operations for attainment of organizational goals.	A3.1. Identify the type of skills, knowledge, understanding and experience required to undertake the current and planned organizational activities.	Processes, People	Article 7.2	Article 4.1 (i), Article 24.4	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participate in physical activities.
		A3.2. Seek and make use of specialist expertise to assist in inclusion sports programmes operations.	Processes, People	Article 7.1; 7.2, Article 12.3	Article 4.1 (i), Article 24.4	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participate in physical activities.
		A3.3. Allocate and monitor the progress and quality of your inclusion sports programmes operations.	Impact	Article 11.3	Article 4.2; Article 30(b)	People living with disabilities have the right to access and participate in physical activities.
		A3.4. Provide learning opportunities for colleagues.	People	Article 7.3	Article 24.4	People with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participate meaningfully in physical activities.
		A3.5. Work with colleagues to identify and prioritize learning needs based on any gaps between the requirements of their work roles and current knowledge, understanding	People, Processes	Article 7.2	Article 24.4	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participate meaningfully in physical activities.

		g and skills in inclusion sports programmes operations.				
B. Manage and Promote safe, healthy and effective sports programmes for participants.	B1. Manage the assessment of risk	B1.1 Access health and safety information.	Programmes , People	Article 6.4	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe-physically, emotionally, culturally and socially and to be treated respectfully.
		B1.2. Follow health and safety requirements.	Programmes , Processes, People	Article 9.1	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe-physically, emotionally, culturally and socially and to be treated respectfully.
		B1.3. Ensure that facilities, equipment and activities are monitored for health, safety, security and welfare issues as appropriate.	Places	Article 8.1	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe-physically, emotionally, culturally and socially and to be treated respectfully.
		B1.4. Promote welfare for all in disability inclusion sports programme operations.	Promotion	Article 8.3 ; Article 10.1	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe- physically, economically, culturally and socially and to be treated respectfully.
		B1.5. Create a safety culture by ensuring that relevant people in your area of responsibility understand the importance of health, safety, security and welfare and are constant	Promotion	Article 9.1	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe- physically, economically, culturally and socially and to

		ntly alert to hazard and risks.				be treated respectfully.
		B1.6. Consult with stakeholders for health, safety and security in disability inclusion sports programme operations.	Processes, People,	Article 9.2 ; 8.2	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe- physically, economically, culturally and socially and to be treated respectfully.
		B1.7. Provide first aid where there are injuries.	Places	Article 8.1	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe- physically, economically, culturally and socially and to be treated respectfully.
		B1.8. Ensure that staff are trained to follow policies and procedures for the protection of participants.	People, Policies, Processes	Article 10.1;	Article 17 , Article 4.1 (i)	All children and students who experience disability, their caregivers/advocates/ teachers have the responsibility to operate within the legal frameworks provided by their governments.
	B2. Manage safety and security of facilities in a disability inclusion operation.	B2.1. Follow required procedures for safety and security checkups on and around facilities.	People, Processes, Places	Article 8.1	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe-physically, economically, culturally and socially and to be treated respectfully.
		B2.2. Pay attention to constant possible hazards on and around facilities.	places	Article 8.1	Article 25	All children and students who experience disability, their caregivers, teachers/advocates and members of care centers have the right to be safe-physically, economically, culturally and socially and to be treated respectfully.
		B2.3. Promote safety standards during	Promotion	Article 9.1	Article 25	All children and students who experience di

		sessions in disability inclusion sports programmes operations.				sability, their caregivers, teachers/advocates and members of care centers have the right to be safe-physically, economically, culturally and socially and to be treated respectfully.
		B2.4. Obtain up-to-date information on the health and safety policies and procedures in disability inclusion sports programmes operations.	Policies, Processes	Article 6.1	Article 4.1 (f); Article 4.3	All children and students who experience disability, their teachers/caregivers/advocates, have the responsibility to operate within the legal framework.
C. Develop and promote disability inclusion sports programmes	C1. Develop disability inclusion sports programmes for maximum participation.	C1.1.1. Research and analyse standards and best inclusion practices in planning disability inclusion sports programmes.	Verification, Values Proposition	Article 6.4	Article 4.1(f)	People living with disabilities have the right to access and participate in physical activities.
		C1.2. Research and analyse the issues and barriers faced by participants in disability inclusion programmes.	Verification, Values Proposition	Article 6.5	Article 8.1 (a) (c); Article 8.2 (ii)	People living with disabilities have the right to access and participate in physical activities.
		C1.3. Select and plan activities that will help the participants achieve their aim.	Programmes	Article 4.1; 4.2	Article 30 (a)	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participate meaningfully in physical activities.
		C1.4. Develop promotional strategies to participation of people with disabilities in inclusion sports programmes.	Process, Promotion	Article 7.4	Article 30 (a) (b)	People living with disabilities have the right to develop to their fullest potential and to be active, valued citizens in the community.
		C1.5. Mobilize and partner with stakeholders in promoting participation of people with disabilities.	People, Promotion	Article 3.2	Article 30 (a) (e)	People living with disabilities have the right to access and participate in physical activities.
		C1.6. Plan and conduct community mo	Process, People, Imple	Article 2.4	Article 8 (a) (ii)	People living with disabilities have the right

		bilization to maximize participation in sports by people with disabilities.	mentation			to develop to their fullest potential and to be active, valued citizens in the community.
	C2.Design, plan and deliver disability sports programmes.	C2.1. Identify relevant sources of information and materials that can help you plan for disability inclusion sports programmes.	Programmes, Processes	Article 6.4	Article 4.1 (f)	Teachers/caregivers/advocates of people living with disabilities have the responsibility to function within the legal framework provided by their governments.
		C2.2. Follow the guidelines and procedure for safeguarding and protecting your participants in disability inclusion sports programmes.	Processes	Article 8.1	Article 17	All children and students who experience disability, their teachers/caregivers/advocates and members of the care centers have the right to be safe – physically, emotionally, culturally and socially and to be treated respectfully.
		C2.3. Develop resources using locally available materials for disability inclusion sports programmes.	Places	Article 8.1	Article 4.1 (f)	People living with disabilities have right to an appropriate and adequate allocation of resources to enable their right to access and participate meaningfully in physical activities.
D. Support professional development of self and other in disability inclusion sports programme operations	D1. Take responsibility for planning your own knowledge and professional development and contribute to the development of others in a disability inclusion sports programme operations.	D1.1. Support and identify your learning and developmental needs in disability inclusion sports programme operations.	People, Perception	Article 7	Article 4.1 (i)	Teachers/caregivers/advocates of people living with disabilities have the responsibility to function within the legal frameworks provided by their governments.
		D1.2. Take responsibility for your own personal and professional development in disability inclusion sports programme operations.	People	Article 7	Article 4.1 (i)	Teachers/caregivers/advocates of people living with disabilities have the responsibility to function within the legal frameworks provided by their governments.

						ents.
		D1.3. Seek support from colleagues to identify development needs and enable you to access relevant training, development and qualifications in disability inclusion sports programme operations.	People, Processes	Article 7; Article 12.3	Article 4.1 (i)	Teachers/caregivers/advocates of people living with disabilities have the responsibility to function within the legal frameworks provided by their governments.
		D1.4. Contribute to the development of others through awareness raising and information sharing on disability inclusion sports programme operations.	People, Promotion	Article 7; Article 12.3	Article 4.1 (i); Article 8	Teachers/caregivers/advocates of people living with disabilities have the responsibility for taking action for inclusive behavior in their physical activities/education settings.
		D1.5. Take part in development opportunities to address identified weaknesses and improve your own professional practice in disability inclusion sports programme operations.	People, Processes	Article 7	Article 4.1 (i)	Teachers/caregivers/advocates of people living with disabilities have the responsibility to function within the legal frameworks provided by their governments.
	D2. Support and develop professional skills and knowledge of others in a disability inclusion sports programme operations.	D2.1. Support and conduct a training needs analysis of others in disability inclusion sports programme operations.	Processes, People, Perceptions	Article 7	Article 4.1 (i)	Teachers/caregivers/advocates of people living with disabilities have the responsibility to function within the legal frameworks provided by their governments/ People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participation in physical activities.
		D2.2. Develop and support a training plan for others in disability inclusion sports programme operations.	Programs, People, Perceptions	Article 7	Article 4.1 (i)	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participation in physical activities.

		D2.3. Support and develop a training budget for others in disability inclusion sports programme operations.	Implementat ion	Article 7	Article 4. 1 (i)	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participation in physical activities.
		D2.4. implement a training plan	Implementat ion	Article 7	Article 4. 1 (i)	Teachers/caregivers/advocates of people living with disabilities have the responsibility for taking action for inclusive behavior in their physical activities/education settings.
		D2.5. Monitor and evaluate a training plan for others in disability inclusion sports programme operations.	Impact, Per ception	Article 7	Article 4. 1 (i)	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participation in physical activities.
		D2.6. Liaise and develop professional working relationships for training of colleagues in disability inclusion sports programme operations.	Process, Pe ople, Percep tion	Article 7; Arti cle 12.3	Article 4. 1 (i)	People living with disabilities have the right to an appropriate and adequate allocation of resources to enable their right to access and participation in physical activities.

Competency framework

Competency	Knowledge/Skills
C1. Communicate effectively in a disability inclusion sports programme operations.	1.1 Methods of communicating with others in a disability inclusion sports programme.
	1.1. Ability to communicate verbally and non-verbally in a disability inclusion sports programme operations.
	1.2. Appropriate language to address people with disabilities.
	1.3. Ability to use appropriate language
	1.4. Organizing information for proper distribution to others.
	1.5. Ability to use assistive technology effectively for operation of disability inclusion sports programme.
Promotion and awareness	
C2. Promote and raise awareness of disability inclusion sports programmes.	2.1 The role of your organisation and its services and the services which it provides in raising awareness to promote disability inclusion sports programmes.
	2.3 Methods and strategies of awareness raising.
	2.4 The profile of your local area including: communities Community groups including the 'the hard to reach' communities.
	2.5 The social and environmental factors which contribute to exclusion.
	2.6 Methods for developing positive work

	<p>working relationships with the media.</p> <p>2.7 Methods of managing and monitoring awareness raising of disability inclusion sports programmes.</p>
Participation	
C3. Facilitate access to participation in disability inclusion sports programmes.	<p>3.1 Develop and implement inclusive play work.</p> <p>3.2 Current inclusion theories and practices.</p> <p>3.3 Identify good inclusive play work practice.</p> <p>3.4 Identify policies that can discriminate against disabled people and their families.</p> <p>3.5 Practices that prevent the participation of disabled people.</p> <p>3.6 Inclusion strategies for people with disabilities in sports programmes as well as local cultural norms and standards.</p>
C4. Develop and support professional development of the organisation and others in inclusion sports programme operation.	<p>4.1 Planning process in the organisation for training programme.</p> <p>4.2 Monitoring and evaluation of employees performance in disability inclusion sports.</p> <p>4.3 Identifying training needs for oneself and others in disability inclusion sports programmes.</p> <p>4.4 Training to enhance the skills and knowledge of your staff on disability inclusion sports programmes.</p>

	4.5 Collaborating with stakeholders for maximizing acquisition of training opportunities.
Developing Resources	
C5. Develop and implement resources for disability inclusion sports programmes operation.	5.1 Techniques for designing basic sports equipment to aid disability inclusion sports programmes.
	5.2 Various methods to adapt equipment to cater for individual needs.
	5.3 Adapt resources for disability inclusion sports programmes.
Safety and welfare	
C6. Promote safety and welfare of participants in disability inclusion sports programmes.	6.1 The importance of safety, security and welfare in a disability inclusion sports environment.
	6.2 The importance of identifying hazards and assessing risk in a disability inclusion sports programme in a post-conflict country.
	6.3 Safety requirements for safeguarding and protecting participants in a disability inclusion sports programme.
	6.4 Facility and equipment risk assessment in a disability sports programme operations.
	6.5 Implement ground rules for behaviour during sessions.
	6.5 Use instructing styles that match participants needs.
	6.7 Principles of first aid and its application.

	6.8 Show ability to perform first aid.
	6.9 Inspect the environment for safety before the beginning of a session.
	6.10 Inspect equipment for safety before the beginning of a session.
	6.11 Equipment and facility risk assessment to minimize injuries during a disability inclusion sports programmes.
Human Rights	
C7. Promote and advocate for human rights of participants in a disability inclusion sports programme.	7.1 Work setting requirements on equality, diversity, discrimination and human rights.
	7.2 United Nations Convention on Rights of People with Disabilities (UNCRPD) and its implications for staff and participants in disability inclusion sports.
	7.3 Show the ability to advocate for inclusion of people with disabilities in sports programmes.
Planning and Evaluation for inclusion	
C8. Plan for disability inclusion sports programmes.	8.1 Principles of planning and inclusion spectrum.
	8.2 Design disability inclusion sports programme.
	8.3 Show the ability to develop strategic planning process.
	8.4 The type of resources and equipment needed to deliver the sessions.
	8.5 Show ability to carry out a disability inclusion sports programme.
	8.6 Ability to modify disability inclusion

	n sports programmes.
	8.7 Monitoring and evaluation of a disability inclusion sports programme.
	8.8 Evaluating methods of a disability inclusion sports programmes.
	8.9 Monitor and assess participants progress.

국문 초록

분쟁 국가에서 스포츠를 기반으로 한 장애인 통합과 관련된 NGO 직업 표준

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본 연구의 목적은 분쟁 국가에 장애인을 포함시키기 위한 직업

표준을 개발하는 것으로 분쟁 국가에서 스포츠 기반 프로그램에

장애인을 포함시키는 모범 사례를 마련하는 데 중점을 두고 있다.

본 연구는 문서 분석과 심층 인터뷰를 사용한 질적 연구로. 데이터 수집의 첫 번째 단계는 토고와 에티오피아의 NGO 에 스포츠 기반 프로그램에 장애인을 포함시키는 기술과 지식을 갖추도록 고안된 교육 프로그램인 5 개의 NGO 사명 선언문 수집 및 청소년 포용을 위해 고안된 매뉴얼을 통해 수집하였다. 데이터 수집의 두 번째 단계는 분쟁 국가의 스포츠 프로그램을 관리하는 3 개의 참여 NGO 와의 인터뷰를 사용하여 수집하였다. 연구 결과 a functional key map 과 competency framework 가 개발되었습니다. 기준(standard)는 분쟁 국가에 장애인을 포함시키기위한 실질적인 전략을 NGO 에 지원하는 것을 목적으로 개발되었다.

키워드: 직업 표준, 비 정부기구, 장애인, 통합, 분쟁 국가, 스포츠 기반 프로그램

학생번호: 2017-25759

